



## FOREST HEIGHTS ELEMENTARY

2500 Blue Ridge Terrace  
Columbia, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	463 Students	
<b>Principal</b>	Dr. Frank Robinson	803-691-3780
<b>Superintendent</b>	Dr. Percy A. Mack	803-231-7500
<b>Board Chair</b>	Vince Ford	803-231-7556

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Below Average</b>	<b>Average</b>
2009	Below Average	Average
2008	At-Risk	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

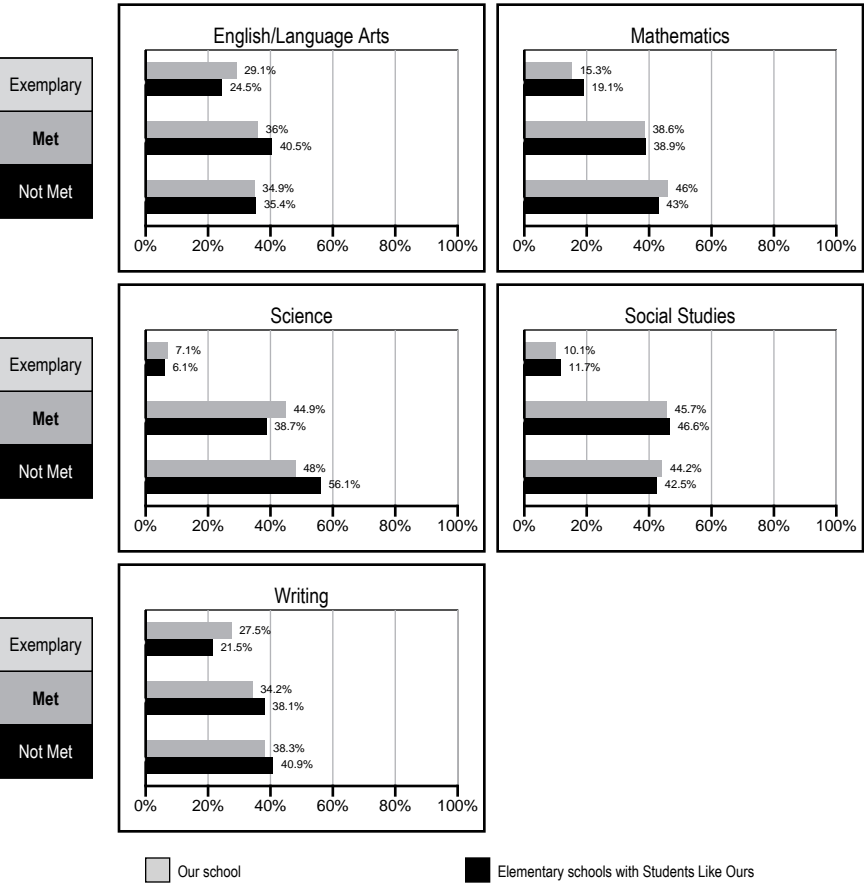
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	4	69	54	23

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=463)</b>				
First graders who attended full-day kindergarten	95.9%	Down from 98.3%	100.0%	100.0%
Retention rate	1.2%	No Change	1.5%	1.2%
Attendance rate	95.1%	Down from 95.8%	95.9%	96.1%
Eligible for gifted and talented	5.8%	No Change	4.3%	11.7%
With disabilities other than speech	11.0%	Up from 9.9%	8.4%	8.0%
Older than usual for grade	0.6%	Down from 1.2%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=34)</b>				
Teachers with advanced degrees	73.5%	Up from 64.5%	60.0%	60.5%
Continuing contract teachers	58.8%	Up from 58.1%	78.6%	84.6%
Teachers with emergency or provisional certificates	3.3%	Down from 6.9%	0.0%	0.0%
Teachers returning from previous year	80.9%	Down from 81.1%	82.8%	87.0%
Teacher attendance rate	94.6%	Up from 94.3%	95.4%	95.4%
Average teacher salary*	\$47,711	Up 1.9%	\$45,431	\$47,288
Professional development days/teacher	12.1 days	Up from 11.4 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	2.0	No Change	3.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	Up from 17.6 to 1	17.0 to 1	19.2 to 1
Prime instructional time	89.2%	Up from 88.7%	90.5%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 92.5%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,133	Down 2.3%	\$8,757	\$7,548
Percent of expenditures for instruction**	77.3%	Down from 78.9%	68.2%	68.7%
Percent of expenditures for teacher salaries**	71.3%	Down from 73.0%	62.4%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The faculty and staff of Forest Heights Elementary School continues to focus on providing a quality education and a positive school environment for all students. We proudly celebrated making Adequate Yearly Progress (AYP) this school year. Our students have participated in many enrichment activities by partnering with the community through the utilization of the school’s modified calendar. The District’s Literacy Initiative provided a focus to support, enhance, and extend instruction.

Standardized test data indicated a continued need to focus on the development of core skills. The staff received professional development on the incorporation of running records and the use of Dominie information to better provide ELA instruction. Teachers used the Balanced Literacy Framework for daily instruction. Continued use of the SIPPS (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words) program as an intervention was offered to assist students who had difficulty with reading. The SIPPS program helps students with the prerequisites for developing reading fluency and comprehension.

The District funded Reading Teacher provided small group instruction for anxious readers and served as an internal support for reading related topics. Initial training was provided for the Empowering Writers process that will be used to support student writing skills. Target Teach lessons continued to be infused into math and ELA lessons. These lessons helped to support differentiation within the classroom. Our teachers are continuing to grow in their use of MAP data as a diagnostic tool to provide targeted instruction. An increased emphasis was placed upon using data to support instruction. Forest Heights Elementary continued to incorporate flexible grouping based upon MAP data throughout the school to assist students experiencing difficulty with identified skills. Inquiry based learning was supported through professional development presented by NASA specialists.

Forest Heights was aligned with the District’s Literacy focus. Students nearly tripled the amount of Accelerated Reader (AR) points earned compared to the previous school year. Literacy Night was held to celebrate our commitment to reading. Books were given to students to take home and sessions were held to assist parents in working with their children.

Our commitment to community outreach has not wavered. Daytime sessions for K-2 Literacy, Test Taking Skills, and Parent Economics were held to help empower our parents. Harvest Hope Food Bank has partnered with the school to send backpacks of food for families in need on a weekly basis. Forest Heights has been fortunate that our faith-based partners have continued to support the school in many ways. The Nehemiah Project partnered with the school to furnish computers to families that did not have access to computers. Forest Heights also collaborated with the University of South Carolina’s SHAPES program regarding healthy living.

The faculty and staff at Forest Heights will continue to do our “Personal Best, Everyday, Everyway.”

Larissa Brailey, SIC Officer

S. Washington, SIC Officer

Dr. Frank Robinson, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	70	23
Percent satisfied with learning environment	80.6%	77.9%	90.5%
Percent satisfied with social and physical environment	83.9%	71.0%	91.3%
Percent satisfied with school-home relations	51.6%	73.9%	78.3%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Adequate Yearly Progress	NO
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This school met 14 out of 15 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.1%	94.0%*	Yes

\* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	221	97.3	34.9	36	29.1	79.9	78.2	83.5	Yes	Yes
Gender										
Male	102	97.1	40.2	28.7	31	74.7	74.7	80.1	N/A	N/A
Female	119	97.5	30.4	42.2	27.5	84.3	81.6	87	N/A	N/A
Racial/Ethnic Group										
White	5	I/S	I/S	I/S	I/S	I/S	93.3	89.6	I/S	I/S
African American	206	97.1	36.2	36.7	27.1	78.5	74.2	74.6	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	84.2	92.7	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	80.8	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	47	87.2	N/A	N/A	N/A	38.5	45.3	51.7	I/S	No
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	77.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	201	97.5	35.5	36	28.5	79.7	73.1	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	221	100	46	38.6	15.3	66.7	72	80.4	Yes	Yes
Gender										
Male	102	100	47.1	35.6	17.2	67.8	70.3	78.4	N/A	N/A
Female	119	100	45.1	41.2	13.7	65.7	73.8	82.5	N/A	N/A
Racial/Ethnic Group										
White	5	I/S	I/S	I/S	I/S	I/S	90.2	87.8	I/S	I/S
African American	206	100	46.3	39.5	14.1	65.5	67	69.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.4	93.5	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	77.8	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	47	100	87.2	10.3	2.6	20.5	34.8	46.1	I/S	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	80	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	201	100	47.1	39	14	65.1	65.9	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	149	100	48	44.9	7.1	52	56.5	67.3
Gender								
Male	72	100	46	42.9	11.1	54	56.1	66.9
Female	77	100	50	46.9	3.1	50	56.8	67.7
Racial/Ethnic Group								
White	4	I/S	I/S	I/S	I/S	I/S	86.3	79.6
African American	137	100	48.7	45.3	6	51.3	48.2	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	76.2	84.4
Hispanic	5	I/S	I/S	I/S	I/S	I/S	64.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	30	100	N/A	N/A	N/A	20.8	23.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	62.7	58.6
Socio-Economic Status								
Subsidized meals	136	100	48.3	45.7	6	51.7	46.5	55.4

Social Studies

All Students	149	100	44.2	45.7	10.1	55.8	64	70.9
Gender								
Male	64	100	48.1	37	14.8	51.9	61.9	70.1
Female	85	100	41.3	52	6.7	58.7	66.1	71.7
Racial/Ethnic Group								
White	4	I/S	I/S	I/S	I/S	I/S	86.9	79.2
African American	140	100	45.9	45.9	8.2	54.1	57.7	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	82.1	86.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	67.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	32	100	N/A	N/A	N/A	11.1	31.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	65.2	68
Socio-Economic Status								
Subsidized meals	133	100	43.5	46.1	10.4	56.5	56.5	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	220	99.6	38	34.4	27.6	62	63.4	72.1	95.1	95.9
Gender										
Male	100	100	47.2	31.5	21.3	52.8	56.3	65.2	94.6	95.7
Female	120	99.2	30.1	36.9	33	69.9	70.4	79.2	95.6	96.1
Racial/Ethnic Group										
White	6	I/S	I/S	I/S	I/S	I/S	86.2	80.8	92.3	96
African American	203	99.5	40.2	34.1	25.7	59.8	57.3	59.7	95.2	95.9
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	81.1	87	94.7	96.2
Hispanic	8	I/S	I/S	I/S	I/S	I/S	62.9	64.6	95	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	85.6	93.4
Disability Status										
Disabled	44	100	84.6	12.8	2.6	15.4	21.1	27.7	94.8	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	60.7	63.7	94.9	96.3
Socio-Economic Status										
Subsidized meals	197	99.5	39.2	34.5	26.3	60.8	55.2	61.9	95.1	95.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	70	100	38.5	26.2	35.4	61.5
	4	76	100	25.4	47.8	26.9	74.6
	5	63	100	35.1	47.4	17.5	64.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	64	95.3	37	25.9	37	63
	4	77	96.1	43.3	32.8	23.9	56.7
	5	80	100	25	47.1	27.9	75
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	70	100	56.9	29.2	13.8	43.1
	4	76	100	28.4	50.7	20.9	71.6
	5	63	100	50.9	36.8	12.3	49.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	64	100	64.8	22.2	13	35.2
	4	77	100	38.8	41.8	19.4	61.2
	5	80	100	38.2	48.5	13.2	61.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	34	100	59.4	37.5	3.1	40.6
	4	76	100	46.3	47.8	6	53.7
	5	30	100	50	46.2	3.8	50
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	30	100	58.3	33.3	8.3	41.7
	4	77	100	46.3	47.8	6	53.7
	5	42	100	44.4	47.2	8.3	55.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	36	100	33.3	54.5	12.1	66.7
	4	76	100	20.9	70.1	9	79.1
	5	33	100	67.7	25.8	6.5	32.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	34	100	50	33.3	16.7	50
	4	77	100	38.8	52.2	9	61.2
	5	38	100	50	43.8	6.3	50
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	71	100	56.1	21.2	22.7	43.9
	4	81	98.8	28.6	50	21.4	71.4
	5	66	100	43.3	38.3	18.3	56.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	64	100	50	26.8	23.2	50
	4	78	98.7	43.3	31.3	25.4	56.7
	5	78	100	23.2	43.5	33.3	76.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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